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ABSTRACT

A project was undertaken to create a training program to prepare individuals with cerebral palsy for employment in various food service situations. A project advisory committee, which consisted of representatives of corporate business, public institution restaurants, catering services, and staff of an agency serving clients suffering from cerebral palsy, was formed to oversee the project. After identifying various specific types of jobs in the food service industry, project staff completed a task analysis of the specific components of various food service jobs and researched alternative curricula for training food service workers. Appropriate curricula were identified and modified, and an evaluation process for screening and selecting appropriate students for the training was developed. Twenty clients were selected to participate in a two-month trial internship program in which they would receive supervised, practical experience in the food service industry. The trial food services program was supervised by a certified home economics instructor who was assisted by a transdisciplinary team, which consisted of physical, occupational, and speech therapists, an adult basic education instructor, and a vocational counselor. (Appendixes to this report include an analysis of the tasks typically performed by food service workers, a course outline, and a program statistics sheet.) (MN)

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Final Report

Of

Food Services Employment of

Physically Handicapped

1984-85

United Cerebral Palsy of Monmouth & Ocean County, Inc.

75 Bath Avenue

Long Branch, N. J. 07740

201-222-4564

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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section_____of Public Law 94-482.

Project Duration: December 1, 1984
Beginning Date

June 30, 1985
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

IDENTIFICATION NO. _____ AMOUNT FUNDED _____

FUNDED UNDER SECTION _____ OF P. L. 94-482

PROJECT TITLE: Food Service Program TOOL SERVICE PROGRAM

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY:	United Cerebral Palsy of Monmouth & Ocean County, Inc.
ADDRESS:	75 Bath Avenue
	Long Branch, New Jersey 07740
PROJECT DIRECTOR:	Anita M. Kneeley, Executive Director
TELEPHONE NUMBER:	(201) 222-4564 (Area Code)

ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures that were followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

This proposed project was designed to create a program of training which would prepare certain clients of United Cerebral Palsy of Monmouth and Ocean Counties Adult Program for employment in various food serve situations. Training was provided at the Adult Program site, Camp Oakhurst, Oakhurst, New Jersey. Clients of United Cerebral Palsy, Monmouth and Ocean were invited to participate, thus providing 20 clients of the Adult Program practical, supervised opportunities to gain food service experience, skill and credibility.

Participating clients were fully involved in every phase of planning, implementation and evaluation. Key personnel were chosen for pertinent experience, proper certification, and interest in the project.

As expected this project has enhanced the ability of the United Cerebral Palsy Adult Program to offer pertinent vocational training to some of its clients and develop much needed service which has the potential for becoming self supporting. This project or an adaptation should be readily transferable to schools, agencies and industry.

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I. Introduction

1. Need and Problem

The United Cerebral Palsy Adult Program currently serves 45 physically disabled, mentally alert adults and provides training and experience in Life Skills, Adult Basic Education, pre-Vocational Development, Recreation, and Continuing Education. The program is sponsored by United Cerebral Palsy of Monmouth & Ocean Counties, Inc. and leases facilities at Camp Oakhurst, Monmouth Road and South Lincoln Avenue, Oakhurst. This site is owned by New York Service for the Handicapped. Transportation to the Center is provided by the agency for residents of Monmouth County. Many of the clients of the United Cerebral Palsy Adult Program are considered non-employable by rehabilitation specialists (because of poor motor control, lack of speed, etc.). The staff of the Adult Program includes physical therapists, speech therapists, occupational therapists, life skills specialists, educators and vocational specialists who believe that carefully selected vocational training experiences contribute to development of skills which will permit the young physically disabled adult to maximize his potential for independence, employability and ultimate financial independence.

The greatest challenge has been that of meaningful vocational experience. Presently, several clients have demonstrated some aptitude in the use of specially adapted mini-computers. Every client participates in a direct-mail project. Several clients have experienced success in child care training. These physically handicapped, mentally alert clients have been unable to profit from traditional vocational training programs.

Many physically handicapped young adults are profoundly undereducated. This, combined with their motor difficulties, seriously limits vocational opportunities open to them. The years of physical and financial dependence have too often eroded the self-confidence needed to achieve the potential for self-sufficiency and independence.

2. Objectives

A. Will recruit and establish Advisory Board of Food Service Professional from corporate business, public institution restaurants and catering services to compliment now existing Advisory Board.

B. Will identify specific types of food service industries including private cafeterias in corporate sector; public food service such as schools, hospitals, catering businesses and private restaurants.

C. Will identify specific components in food service industry, i.e. food preparation, food services, portion control, clean-up, as well as accounting procedures.

D. Will complete task analysis of the specific components of food services including - basic physical skills; adaptive alternatives; time factors; accessibility and cognitive skills required.

E. Will identify, research, review alternative curriculum for training food service workers.

F. Will select, modify, adopt appropriate curriculum.

G. Will identify work related attitudes which are essential for successful work experiences.

H. Will identify specific food service operations who will participate in student internship program.

I. Will establish with Advisory Board and food service professionals guidelines and procedures for student internship program.

J. Will develop evaluation process for screening and selecting appropriate students for this training based on above research.

3. Related Research

Our experience, and that of such organizations as the Richmond Cerebral Palsy Center, the Tufts New England Medical Center, the United Cerebral Palsy Association of Pittsburgh, the University of California School of Public Health at Berkeley, which just about exhausts the availability of experience in programs for this population, indicates that extensive training for jobs that truly exist within the community is a requirement; that the impact of successfully completing described tasks is a significant predictor of success in the subsequent setting; and that generalized lectures and simulated situations which are not presented as leading to employability have much less impact. In short, nothing succeeds like success!

I. Body of Report

1. Procedures used - The Planning Grant for Food Services is progressing and well received by the clients at our center.

A. An Advisory Board of Food Service Professional has been formed representing: a. Jersey Shore Medical Center, b. Brookdale Community College, both in Hotel/Motel Management and college food service, c. Monmouth Medical Center, d. Ocean Township Public Schools Food Service, e. Point Pleasant Hospital and, f. Coffee Menage, Caterer/Restauranteur.

B. Each specific component in the food service area has been identified and performed by our clients. With the use of some adaptive equipment our clients have identified and performed the specific components of food preparation, food services, portion control and clean-up. In the area of accounting, the clients have been trained in the use of cash register and the exchange of money in addition to other accounting procedures. As in any operation, a supervisor, in our case, and instructional aide oversees all kitchen activities.

C. Task analysis for the specific components of food service has been formulated. Consideration was given to physical skills, adaptive alternatives; time factors; accessibility and cognitive skills. These task analysis will change as needed to meet the developmental levels of the clients and as the food service itself enlarges. (see appendix).

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D. Alternative curriculum for training food service workers was adapted from the Katzenbach School for the Deaf and the Food Management Training Manual adapted from the Connecticut Nutrition and Educational Training Program. The clients have set up weekly menus to meet the nutritional needs of our population. Menu selections reflect thought given to foods that are dangerous or inappropriate for some of the people served here, for example, ham salad. Small food particles must be ground into fine pieces rather than small chunks (choking). (See appendix)

E. An appropriate curriculum has been selected and modified. The clients will meet minimum competency requirements to enter the program. A food service routine has been established, instruction in the area of nutrition and the specific food service components will be demonstrated, instructed and reviewed. Also a Food Service Worker Evaluation form has been created. As the program increases, the curriculum must be reviewed and revised on a regular basis.

F. Through instruction, discussion and the on-the-job training, work related attitudes were identified. Due to the developmental levels of our clients, these attitudes must be constantly reviewed and reinforced. Emphasis has been placed on grooming and personal hygiene, co-worker relationships, peer pressure, job performance, product quality and time management.

G. Specific food service operations which will participate in a student internship program primarily will be United Cerebral Palsy. When a Food Service Program is established, a kitchen crew will be needed. Our clients will serve as on-the-job trainees. As other satellite U.C.P. programs are established, we will be able to employ our food service workers into these programs and continue to employ other clients to serve our Oakhurst facility. Due to the physical endurance of a full time job, our clients will hopefully find part-time positions in the surrounding hospitals. Their main problem lies in the area of transportation to and from the job. Transportation is available to our program for the clients thus allowing them transportation to and from work. This same service would be available to other satellite programs.

H. As the advisory board continues to meet, our food service professionals will establish additional and adaptive guidelines and procedures for student internship programs. As our planning grant has altered the food service components to meet the developmental levels of our clients, so will the advisory board.

2. Findings

Through the Advisory Board, specific types of food service industries have been identified. Both the Staff and Board feel the problem area for our clients may lie in the fast food area due to physical endurance and speed demanded. Our clients have limited agility and mobility. Many small businesses and franchise owners must look at

time vs. profit. Another deterrent to competive employment is the lack of transportation and personal care services. As of Summer 1985, our clients will be eligible to participate in Project HIRE through the State Office of United Cerebral Palsy and Division of Developmental Disabilities. This newly funded project will provide the essential tools of special transportation, personal care services and on the job counseling to our clients and therefore the "stumbling blocks" will be removed. With the help of these support services, we can approach employment for our clients more realistically. It then becomes the task of this project to thoroughly train our clients in the appropriate vocational areas which are identified as potential employment opportunities. This planning grant project, in conjunction with Project HIRE, will open employment opportunities for our clients in food services in our agency as well as other human service agencies, hospitals and caterers businesses.

After our procedures were formulated, a two month trial experiement in food services was conducted at the Oakhurst Adult Center. From the total enrollment of clients at our Center, statistics were collated for the months of April and May 1985. (See Appendix).

3. Interpretation of Findings

Projects of this nature on-site realistic vocational training leading to employment in service areas, have proven to be a most effective mode of preparing special populations for employment. Our experience, and that of such organizations as the Richmond Cerebral Palsy Center, the Tufts New England Medical Center, the United Cerebral Palsy Association of Pittsburgh, the University of California School of Public Health at Berkeley, which just about exhausts the availability of experience in programs for this population, indicates that extensive training for jobs that truly exist within the community is a requirement; that the impact of successfully completing described tasks is a significant predictor of success in the subsequent setting; and that generalized lectures and simulated situations which are not presented as leading to employability have much less impact. In short, nothing succeeds like success!

4. Dissemination Activities Planned and/or Implemented

We propose to implement a food service training program for the physically handicapped based on research and findings compiled from the FY 1984-1985 Planning Grant.

Our major goal will be to establish a food service program at the U. C. P. Adult Center at Camp Oakhurst. This food service will simulate food delivery systems of the typical school or business and will prepare, market and serve cold lunches, i.e. sandwiches, salad plates to approximately 40 clients and staff who attend the Center each day.

The food services program will be under the supervision of a certified Home Economics Instructor who will be assisted by an instructional aide. The Food Service Staff will be supported by the Transdisciplinary Team which includes physical, occupational and speech therapists, Adult Basic Education Instructor and

vocational counselor. This team will evaluate the trainees and recommend and design adaptive equipment, devices and procedures which will compensate for the physical limitations; and will provide supplementary instruction in communication and basic skills.

5. Strategies or Activities Employed to Eliminate Sex Bias and Sex Role Stereotyping

A pre-evaluative form has been devised which presents sex equity for all applicants. All applicants will be interviewed without regard to their gender. (See Appendix).

II. Summary

1. Conclusions

In conclusion, a food services training program has been planned, staffed and presented on a trial basis to establish feasibility. We believe that some of these clients are employable in carefully chosen positions when they receive sufficient, competent training, in a work setting that simulates as closely as possible the potential job site, and in externship on an accessible job site following that training.

We have identified, through a community resource committee, the existence of jobs within the fast food and catering segments of the food services industry that match the criteria developed for our clients.

2. Recommendations

We propose to implement a food service training program for the physically handicapped based on our findings compiled from this planning grant. Our major goal will be to establish a food service program at the U.C.P. Adult Center at Camp Oakhurst. This food service will simulate food delivery systems of the typical school or business and will prepare, market and serve cold lunches to approximately 40 clients and staff who attend the Center each day.

For FY 1985-86, United Cerebral Palsy has submitted a Food Services Training for Physically Handicapped project grant. Hopefully this grant will enable us to carry on this carefully selected on-site vocational training project.

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1. Calabrese, Vincent B.: Record Keeping Manual, N. J. State Department of Education, 1983.

2. Connecticut State Board of Education and the University of Connecticut: Food Management Training Manuel, Connecticut, 1982.

3. Furneisen, Barbara K: Food Service, Marie H. Katzenbach School for the Deaf, New Jersey, 1978.

Processes	Independent	Independent with Adaptive Alternatives	Dependent	Comment
Cottage cheese type containers				
Packages		Adaptive Scissors		
Chip Bag		Adaptive Scissors		
Cheese Package		Adaptive Scissors		
Butter wrapper or container				
Milk carton or plastic container		Carton Holder		
Boxes-cookie, cereal				
Lids off plastic containers, tupperware				
Cabinets		Reacher Stick		
Refrigerator				
Microwave Operation		Dycem		
Sink on		Tap turners		
Sink off		Tap turners		
Electric Oven		Wooden Push-Puller Elbow length oven mitts		
Blender				
Mixer				
Lights				
Can Opener		Electric One-handed opener		
Floor Maintance		Long Handle dust pan		

KITCHEN TASK ANALYSIS

Processes	Independent	Independent with Adaptive Alternatives	Dependent	Comment
Mixing		Ostercenter		
Breaking Eggs		Separater		
Spreading		Icer Knife		
Cutting		Rocking Knife		
Chopping		Adaptive cutting board Adaptive cutting dycem		
Grating		Oster center one handed grater		
Carrying liquid in a pan, bowl or glass		Cart		
Moving food in open containers from place to place		Cart		
Transferring food from a container to a plate, bowl or glass-solid liquid		Ladles Small pitcher Dycem No tip cup holder		
Pouring		Measuring cup		
Wrapping				
Reaching		Reacher Stick		
Jars		Metal/Plastic Gripper One handed jar lid opener Dycem		
Cans		Electric opener One-handed can opener		
Flip Tops		Plastic Flip Top opener		

Processes	Independent	Independent with Adaptive Alternatives	Dependent	Comment
Table Prep.		Moveable Cart		
Table Setting		Moveable Cart		
Table Clearing		Moveable Cart		

OUTLINE

I. The Food Service Worker — 3 Hours
- A. Rules a food service worker follows
- B. A clean food service worker
- C. Personal cleanliness

II. The Dining Room — 6 Hours
- A. How to set the table
- B. The work schedule
- C. Setting many tables
- D. Working the dining room

III. The Kitchen — 6 Hours
- A. The work
- B. Kinds of food
- C. Equipment

IV. Safety — 3 Hours
- A. About safety
- B. Safety in work
- C. Cleaning

V. Food Portioning — 6 Hours
- A. About portioning food
- B. Salads
- C. Canned fruit
- D. Soft desserts
- E. Condiments

VI. Meal Service — 3 Hours
- A. About meal service
- B. Rules for service

VII. Use and Care of Large Equipment — 3 Hours
- A. Refrigerators
- B. Food processor

VIII. Special Helps for Food Preparation — 3 Hours
- A. Measurement
- B. Abbreviations
- C. Equivalents

IX. Salad Preparation — 12 Hours
- A. Salads
- B. Relishes
- C. Greens
- D. Tossed salad

X. Sandwich Preparation — 12 Hours
- A. Sandwiches
- B. Sandwiches-Equipment
- C. Making sandwiches

XI. Menu Planning — 6 Hours
- A. Nutrition
- B. Variety in planning

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FOOD SERVICE STATISTICS SHEET

April, 1985

Adult Program

Enrollment.....50
Waiting List.....10

Vocational Training Component Enrollment

Food Service.....11
Child Care.....10
Office Skills.....10

Food Service

Clients Enrolled.....11
Total Lunches Served.....135

Program Statistics

Adult Program Days.....16

May, 1985

Adult Program

Enrollment.....50
Waiting List.....10

Vocational Training Component Enrollment

Food Service.....11
Child Care.....10
Office Skills.....10

Food Service

Clients Enrollment.....11
Total Lunches Served.....165

Program Statistics

Adult Program Days.....22

Pre-evaluative Form

Clients who have demonstrated basic skills in food service delivery based on an evaluation process will be accepted as trainees in this program. The minimum competency requirements which will be evaluated will include:

1. use of one-hand dexterity
2. client does not drool
3. client demonstrates evidence of cleanliness and good personal hygiene
4. client must have good attendance record at U.C.P. program
5. client demonstrates ability to follow directions
6. client will demonstrate a minimum 15 minute attention span on a given task

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